
The Correlation between Students' Self-Esteem and Speaking Skill

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ABSTRACT

Keywords:

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The aim of learning English was to develop students' competence in oral and written communication to learn functional text and genres as stated in the 2013 Curriculum. This study investigated the link between students' self-esteem and their speaking skills. It employed a correlational study. A questionnaire and an oral test were employed to collect data. A questionnaire was utilized to assess the students' self-esteem and an oral test was employed to assess their speaking abilities. The eleventh graders at SMAN 5 Ogan Komering Ilir were the focus of this study. 103 students were selected as a sample from a population of 172. A Pearson Product Moment Correlation method was used to examine the data. The study's findings revealed that r -obtained (0.644) was greater than the r -table (0.194) when the p -value (0.000) was less than 0.05. It meant that the null hypothesis (H_0) had been rejected and the alternative hypothesis (H_a) had been accepted. In other words, there was a link between students' self-esteem and their ability to communicate. It infers that learners' self-esteem influenced their speaking abilities. As a result, the higher the learners' self-esteem, the better their speaking abilities.

1. INTRODUCTION

Speaking is an important activity that a person does in life to interact with each other. As stated by Rosa (2019) speaking is someone's activity of using several words to express and convey his/her ideas or feelings. Besides, speaking activity language class has a two-way communication aspect, namely between the speaker and the reciprocal listeners (Ngalimun & Alfulaila, 2014). In other words, speaking is one of the communication activities done by the speakers and listeners to express and share information.

Many students, however, still have difficulties speaking. According to Tuan & Mai (2015) students have difficulty speaking due to a variety of reasons including confidence, listeners' support, students' listening abilities, and pressure to do well. These characteristics have an impact on the learners' ability to communicate smoothly in English in front of the class. Furthermore, audience responses such as attention, respect, and appreciation influence pupils' ability to speak English fluently. Many factors contribute to students' difficulty in speaking English as a foreign language, according to Rabab'ah in Almira et al.,(2018), the difficulties include improper grammar, a lack of confidence and motivation, shyness, anxiousness, and the fear of making mistakes. Students frequently have difficulty expressing their thoughts due to a variety of factors, including a lack of confidence, a lack of listeners' ability, a lack of listeners' responsiveness, a lack of grammar understanding, a lack of motivation, and a fear of making mistakes.

Teachers should encourage students to have better communication when teaching speaking. According to Wirdati (2018), speaking ability prerequisites a variety of skills, including comprehension, grammar, vocabulary, pronunciation, and fluency, all of which must be mastered by high school students, implying that if a student does not master the aspects of speaking required by the curriculum, the teaching of speaking will fail. In other words, if a student understands the characteristics of speaking such as comprehension, grammar, vocabulary, pronunciation, and fluency, he or she will be able to communicate effectively.

Moreover, based on the 2013 curriculum and the English syllabus of the eleventh graders of SMA Negeri 5 Ogan Komering Ilir, a procedure text should be learned by the students. Procedure text, according to Dirgeyasa (2017), depicts how something is done through a series of activities or processes. In daily life, procedure text is used to perform some steps to make or get something. Besides, procedural instructions such as recipes and directions are concerned with telling someone how to do something (Knapp & Watkins, 2005). It means that procedure text is the way or step to do something based on the instructions and the appropriate stages to make or achieve something. To have a good ability in speaking, the speaker should have good self-esteem. Self-esteem is one of the main factors in how individuals see themselves or self-concept and is an important determinant of human behavior (Afari et al., 2012). Kamila & Mukhlis (2013) also define self-esteem as an evaluation made by an individual to keep everything relating to him, which is expressed in an affirmative or negative attitude, and to believe himself as capable, significant, successful, and valuable. Self-esteem, self-confidence, self-knowledge, and belief in one's abilities are examples of affective factors (Adi et al., 2017). It can be concluded that self-esteem is how a person sees self-esteem itself based on an assessment so that it can be interpreted as a feeling that is balanced with action. If it refers to positive things, it will give a sense of confidence, flexibility, and a sense of comfort. The way a person appreciates something that refers to positive things and gives a sense of confidence, flexibility, and comfortability.

Concerning self-esteem and speaking achievement, some researchers who research self-esteem and speaking skills believe that the students who have good self-esteem will have good speaking achievement. Fahim & Rad (2012) add that a person with high self-esteem is confident, whereas someone with low self-esteem is insecure, lacks confidence, and is self-critical. Students with high self-esteem set higher goals for themselves and talk with more confidence. Self-esteem, according to Aisyah (2020) is one internal element that maybe influence students' success in speaking skills. The student with high self-esteem believed that he or she is quite confident and able to perform speaking successfully because he or she focuses on growth and improvement. Salim (2015) also contends that students who can express smoothly and confidently, as a positive effect of strong self-confidence, can improve their academic accomplishment in the speaking course by meeting the criteria of the assessment on speaking abilities. It may be claimed that students who have a high level of confidence in their ability to talk can increase their academic accomplishment in speaking classes since speaking courses can be assessed accurately.

Based on the interview with one of the English teachers at SMA Negeri 5 Ogan Komering Ilir, it was identified that some students of the eleventh-grade had some problems, such as less vocabulary and less confidence to speak due to awareness of grammar. However, most students enjoyed learning to speak because they could express what they felt, share their opinion, or ask when they did not understand the lesson. They were also brave to speak English without being afraid of the pronunciation and grammar as long as their teacher and their friend understand what they said.

As previously stated, the purpose of this study was to determine the relationship between eleventh-grade students' self-esteem and their speaking ability at SMA Negeri 5 Ogan Komering Ilir.

2. METHOD

Correlational research was utilized in this study. The population of this study comprised all of SMA Negeri 5 Ogan Komering Ilir's eleventh-grade students in the academic year 2020/2021, a total of 172 students. The purposive sampling strategy was used to collect samples for this investigation. As a result, a sample of four classes from six classes was taken, totaling 103 people. The data for this study was collected using two instruments: a questionnaire and a speaking skill test. The questionnaire was employed to know the students' perception of themselves. The kind of questionnaire was closed questionnaire consisted of 25 questions which was adopted from (Bagheri & Faghih, 2012). Since the questionnaire was adopted from the previous researchers and also had been checked using expert judgement, it was considered valid and reliable. The questionnaire was distributed to students after speaking test. Speaking skill test was in the form oral test that provided seven topics of procedure text. The students read the topics provided, selected one of the topics, and delivered it in front of the class. In evaluating the students' speaking scores, two raters judged it based on the rubric of speaking consisted of four aspects, namely comprehension, pronunciation, grammar, vocabulary, and fluency.

To see the validity of the speaking test, content validity was used. The speaking test was considered valid in terms of content validity because it was based on English syllabus of the eleventh-grade students and table of specification test speaking skills. The speaking test were tried out to non-sample students to find its reliability. To measure the reliability of the speaking test, inter-rater reliability was used. After the calculation of reliability using Cronbach alpha on SPSS version 20, it was found that the correlation was 0.996. It meant that the speaking test was considered reliable. As stated by Fraenkel et al., (2018), reliability should be at least 0.70 and preferably higher.

3. RESULTS AND DISCUSSION

Result of Questionnaire

The mean score for students' self-esteem was 75.52, with a standard error mean of 0.73 and a standard deviation of 7.47, according to data. Meanwhile, the students' self-esteem ranged from 88 to 48, with 88 being the greatest and 48 being the lowest. It indicated that the four levels of self-esteem were all perceived by the students with different numbers; "low" as the least perceived level and "very high" as the most perceived one.

There were 50 students (48.5%) in the very high self-esteem category, 51 students (49.6%) in the high self-esteem category, 2 students (1.9%) in the low self-esteem category, and no students (0%) in the very low self-esteem category, according to the results of the students' score distribution. See Table 1.

Table 1. Distributions of Students' Self-Esteem

Score interval	Category	Frequency	Percentage
76–100	Very High	50	48.5 %
51 – 75	High	51	49.5 %
26 – 50	Low	2	1.9 %
1–25	Very Low	0	0 %
Total		103	100%

Furthermore, the distribution of the frequency of students' responses to a self-esteem questionnaire is explained below

First, *I can make my friends pay attention to me when I speak in English.* It showed that out of 103 students, 25 students (24.2%) strongly agreed, 72 students (70%) agreed, 4 students (3.92%) disagreed, and 2 students (1.9%) strongly disagreed. It was discovered that the majority of learners were comfortable to speak English in front of their peers. This showed that the high self-esteem category dominated the students.

Second, *I think my friends are different about my English ability.* It showed that out of 103 students, 15 students (14.6%) strongly agreed, 75 students (72.8%) agreed, 9 students (8.7%) disagreed, and 4 students (3.9%) strongly disagreed. It indicated that most students felt worried when speaking English. As a result, students in low-self-esteem groups dominated samples. This explains why some of their speaking abilities received low marks.

Third, *I tend to think that my friend underestimates my English ability.* It showed that out of 103 students, 15 students (14.6%) strongly agreed, 38 students (36.9%) agreed, 37 students (35.9%) disagreed, and 13 students (12.6%) strongly disagreed. It inferred that most students agreed if their friend underestimated their English ability. This means that the sample had low self-esteem.

Fourth, *I see myself in a positive, deep in an English language.* It showed that out of 103 students, 29 students (28.2%) strongly agreed, 64 students (62.1%) agreed, 8 students (7.8%) disagreed, and 2 students (1.9%) strongly disagreed. It inferred that most students could see positive and profound self-efficacy in English. It meant that most students loved to talk to the other persons using English.

Fifth, *I am proud of my speaking skills.* It was showed that out of 103 students, 52 students (50.5%) strongly agreed, 40 students (38.8%) agreed, 11 students (10.7%) disagreed, and no student strongly disagreed. It inferred that most students were satisfied with their English ability that meant that they were proud of their English skills so that they had good ability in English.

Sixth, *I think there is nothing I can do in English lessons.* It showed that out of 103 students, 35 students (34%) strongly agreed, 29 students (28.1%) agreed, 38 students (36.9%) disagreed, and 1 student (1%) strongly disagreed. It inferred that most students disagreed if there was nothing they could do in English lessons. It meant that students thought they could do many things in English lessons, one of which was speaking English. It showed why their speaking skill results were above the average score.

Seventh, *I have a way to improve my English speaking.* It showed that out of 103 students, 37 students (36%) strongly agreed, 54 students (52.4%) agreed, 10 students (9.7%) disagreed, and 2 students (1.9%) strongly disagreed. It indicated that most students had ways to improve their speaking skills.

Eighth, *I feel that I can succeed with my English skill.* It showed that out of 103 students, 64 students (62.1%) strongly agreed, 27 students (26.2%) agreed, 8 students (7.8%) disagreed, and 4 students (3.9%) strongly disagreed. It indicated that most students could succeed on their own English skills. As a result, students with a high level of self-esteem dominated samples. This could be seen from the students' self-confidence that continued to develop their English skills in order to get good grades.

Ninth, *I tend to think that I am failing with English.* It showed that out of 103 students, 45 students (43.7%) strongly agreed, 42 students (40.8%) agreed, 12 students (11.6%) disagreed, and 4 students (3.9%) strongly disagreed. It indicated that most students tended to think that they failed in English.

Tenth, *I am embarrassed to ask in English.* It showed that out of 103 students, 24 students (23.3%) strongly agreed, 52 students (50.5%) agreed, 18 students (17.5%) disagreed, and 9 students (8.7%) strongly disagreed. It inferred that most students were shy when asking questions in English. This could be seen when they wanted to ask something but they could not say it in English.

Eleventh, *My parents care about my English achievement.* It showed that out of 103 students, 36 students (35%) strongly agreed, 48 students (46.6%) agreed, 16 students (15.5%) disagreed, and 3 students (2.9%) strongly disagreed. It inferred that most students' parents cared about their English achievement.

Twelfth, *I got support from the teacher to improve achievement in the field of English.* It showed that out of 103 students, 30 students (29.1%) strongly agreed, 54 students (52.4%) agreed, 18 students (17.5%) disagreed, and 1 student (1%) strongly disagreed. It indicated that most students agreed to receive support from the teacher to improve achievement in the field of English.

Thirteenth, *I don't think I have the ability to make other people proud.* It showed out of 103 students, 24 students (23.3%) strongly agreed, 35 students (34%) agreed, 40 students (38.8%) disagreed, and 4 students (3.9%) strongly disagreed. It indicated that most students did not agree if they felt they did not have the ability to make others proud. This meant that students had high self-esteem.

Fourteenth, *My parents are indifferent to my achievements get it in English.* It showed that out of 103 students, 42 students (40.8%) strongly agreed, 21 students (20.4%) agreed, 27 students (26.2%) disagreed, and 13 students (12.6%) strongly disagreed. It indicated that most students' parents were indifferent to the achievements obtained in English skills.

Fifteenth, *I hope I can improve my skills even more that I have in English.* It showed that out of 103 students, 46 students (44.7%) strongly agreed, 34 students (33%) agreed, 18 students (17.5%) disagreed, and 5 students (4.8%) strongly disagreed. It indicated most students agreed that they could boost their skills more in English.

Sixteenth, *My English skills are below average.* It showed out of 103 students, 19 students (18.4%) strongly agreed, 38 students (37.2%) agreed, 40 students (38.8%) disagreed, and 6 students (5.8%) strongly. It indicated that most students disagreed the statement and it could be seen from the daily life of students which could not be measured by the average ability of each student due to process needed.

Seventeenth, *I understand what other people say.* It showed that out of 103 students, 36 students (35%) strongly agreed, 54 students (52.4%) agreed, 9 students (8.7%) disagreed, and 4 students (3.9%) strongly disagreed. It indicated that most students agreed that they understood what people said.

Eighteenth, *If I have something to say, I always say it.* It showed that out of 103 students, 31 students (30.1%) strongly agreed, 47 students (45.7%) agreed, 19 students (18.4%) disagreed, and 6 students (5.8%) strongly disagreed. It indicated that most students agreed that they were not worried when they wanted to express something.

Nineteenth, *Sometimes I feel that I am not good at practicing English.* It showed that out of 103 students, 28 students (27.2%) strongly agreed, 43 students (41.8%) agreed, 26 students (25.2%) disagreed, and 6 students (5.8%) strongly disagreed. It indicated that most students agreed that they felt they were not good at practicing English.

Twenty, *I wish I could respect myself more in practicing English.* It showed that out of 103 students, 34 students (33%) strongly agreed, 58 students (56.4%) agreed, 9 students (8.7%)

disagreed, and 2 students (1.9%) strongly disagreed. It indicated that most students agreed that they expected to be more self-respecting in practicing English.

Twenty first, *Sometimes I think I'm usually an unhappy person.* It showed that out of 103 students, 24 students (23.3%) strongly agreed, 31 students (30.1%) agreed, 43 students (41.8%) disagreed, and 5 students (4.8%) strongly disagreed. It indicated that most students disagreed if they were not happy. This meant that students had their own pleasures in different categories of happiness for each student who experienced it.

Twenty second, *I keep thinking that other students are better at English than I am.* It showed that out of 103 students, 33 students (32%) strongly agreed, 33 students (32%) agreed, 36 students (35%) disagreed, and 1 student (1%) strongly disagreed. It inferred that most students disagreed if they thought that other students were better at English. This meant that students had high confidence in their English language skills and thought that their English skills were better than others.

Twenty third, *I must be impatient when I make a mistake.* It showed that out of 103 students, 17 students (16.5%) strongly agreed, 60 students (58.3%) agreed, 21 students (20.4%) disagreed, and 5 students (4.8%) strongly disagreed. It inferred that most students agreed if they were impatient when they made mistakes. This meant that students had an impatient nature of doing something to immediately correct the mistakes that had been made so that the problem was immediately resolved.

Twenty fourth, *I believe in myself that I can be successful with my English skills.* It showed that out of 103 students, 51 students (49.5%) strongly agreed, 42 students (40.8%) agreed, 9 students (8.7%) disagreed, and 1 student (1%) strongly disagreed. It inferred that most students strongly agreed that they believed they could succeed with their English language skills in the future.

Twenty fifth, *I am capable of doing things as well as most other people.* It showed that out of 103 students, 47 students (45.7%) strongly agreed, 50 students (48.5%) agreed, 3 students (2.9%) disagreed, and 3 students (2.9%) strongly disagreed. It indicated that most students agreed if students were able to do something as good as others. This meant that students had a high level of self-esteem because they had confidence doing things as well as other people do.

Result of Students' Speaking Skill

The mean of speaking scores was 82.25, the standard error of mean scores was 1.02, and the standard deviation was 10.37. Meanwhile, the students' lowest score was 47.5 and the students' maximum score was 97.5. Since the mean score was 82.25, it indicated that the students' level of speaking skills was good.

In terms of the students' scores in speaking, it showed that 33 students (32%) were in a very good category, 34 students (33%) were in a good category, 27 students (26.3%) were in a fairly category, and 9 students (8.7%) were in a poor category.

The Statistical Analysis

The analysis used Pearson Product Moment Correlation Coefficient by SPSS version 20. It is used to analyze the correlation between students' self-esteem and their speaking skill. The correlation coefficient or r -obtained (0.644) was higher than r -table (0.194) at the level of probability (p) below 0.005, according to the calculations in Table 2. In other words, the null hypothesis (H_0) was dismissed while the alternative hypothesis (H_a) was accepted. It means that there was a link between students' self-esteem and their ability to communicate. Below is the results of the correlation between self-esteem and speaking ability.

Table 2. A Correlation between Students' Self-esteem and their Speaking Skill

	Self-esteem	Speaking Skill	
Self-esteem	Pearson Correlation	1	.644**
	Sig. (2-tailed)		.000
	N	103	103
Speaking Score	Pearson Correlation	.644**	1
	Sig. (2-tailed)	.000	
	N	103	103

Discussion

The majority of eleventh-grade students at SMAN 5 Ogan Komerling Ilir reported high self-esteem as stated in the questionnaire. 50 students (48.5%) had a very high category, 51 students (49.5%) had a high category, and two students (1.9%) had a low category, as seen from a total of 104 students. Students with strong self-esteem are more likely to believe in themselves and their potential to perform. Self-esteem is established through individual interactions with the environment, according to a prior study, if the relationship is positive. Self-esteem will be positive if you give something pleasurable, but it will be negative if the environment provides something unpleasant (Sandha et al., 2018). In addition, self-esteem has two interrelated components, namely the ability to live a life that includes self-confidence. The impression that one's self is useful in life is the next component, which is expressed by self-respect.

The finding showed scores of speaking tests of the eleventh-grade students at SMAN 5 Ogan Komerling Ilir were 33 students (32%) who were in a very good category, were 34 students (33%) who were in a good category were 27 students (26.3%) who were in a fairly good category were 9 students (8.7%) who were in a poor category. They could say a simple sentence, and listeners would be easy to understand with a certain accent. Then the students can make friends pay attention when students speak in English. It could be seen from the questionnaire number 1.72 (70%) students agreed they can speak English in front of their friends.

Furthermore, based on the Pearson Product-Moment Correlation results, it was discovered that there was a substantial correlation between students' self-esteem and speaking skills in SMAN 5 Ogan Komerling Ilir's eleventh-grade. It was discovered that r -obtained (0.644) was classified within a range of 0.60–0.799, indicating a strong correlation index. In other words, at SMA Negeri 5 Ogan Komerling Ilir, there was a significant correlation between seventh-grade students' self-esteem and their speaking ability. It agreed with Rubio (2007) that states students with high self-esteem had no issue speaking in front of the class or expressing their opinions. They were unafraid to make little blunders or faults when speaking since they saw it as a necessary part of the learning process. They always have the bravery and self-esteem to try again and again if they made a mistake. Finally, students should have high self-esteem to enhance their speaking ability. This result was in lined with Gunawan (2017) who found that all students' self-esteem gave significant correlation to their speaking achievement which showed in the level of average correlation. It could be proved that different level of self-esteem gave significant effect to the students' speaking achievement. Further, students' self-esteem gave significant influence on students' performance in speaking.

4. CONCLUSION

The students who had a high score in speaking tended to have high self-esteem, it was indicated r -obtained (0.644) was higher than r -table (0.194) at the significant level of $p < 0.05$. The findings of the research data showed that 0.664 belonged to the interval 0.60-0.799 in the strong correlation index. As a result, it could be inferred that students with high self-esteem had good speaking skills. This proved that high and low self-esteem was closely related to students' success in speaking skills. In short, self-esteem was a very important aspect that could influence students' speaking skills.

Knowing that self-esteem is important to foster speaking skills, English teachers should assist students in increasing self-esteem in the learning process as well as the real-life and pay more attention to students' potential in speaking skills. They also should create safe, peaceful, confident classes, provide motivation, and reduce anxiety so that students can practice and improve students' speaking skills. Besides, they also should appreciate positively every step and work done by students and it is hoped that their abilities will be higher and the way students speak will be better. This is because there is a significant relationship between students' self-esteem and their speaking skills.

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